

Project Title	Funding	Strategic Plan Objective	Institution
Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism	\$90,592	Q4.L.D	Vanderbilt University
Undergraduate Research Award	\$0	Q4.L.D	University of Pennsylvania
Teaching Core Skills: Evaluating a Targeted Curriculum	\$1,795	Q4.L.D	New England Center for Children (NECC)
Supporting early educators in suddenly inclusive ASD settings – An intervention feasibility study	\$29,423	Q4.L.D	University of Massachusetts, Boston
Schedule preferences among individuals with ASDs	\$1,680	Q4.S.C	New England Center for Children (NECC)
Preschool Reading and Language Interventions for Children with Autism	\$259,353	Q4.L.D	University of Washington
Peer support and peer network interventions to improve peer relationships and school engagement	\$0	Q4.L.D	Vanderbilt University
On Target for Life: An Executive Function Independence Skill Intervention for Adolescents with ASD	\$20,000	Q4.L.D	Children's Research Institute (CRI)
LEAP–USA follow-up project	\$0	Q4.S.D	University of Colorado, Denver
Kit for Kids evaluation project: An initial evaluation of evidence-based peer education materials	\$0	Q4.L.D	University of Kentucky
Improving social-communication and engagement of elementary students with autism spectrum disorders	\$10,000	Q4.L.D	University of North Carolina
Improving social-communication, literacy, and adaptive behaviors for young children with autism spectrum disorders	\$0	Q4.L.D	University of Kansas
Implementing an emergent literacy program for students with intellectual disabilities and autism in general education classrooms	\$777,147	Q4.S.D	San Francisco State University
Getting SMART about Social and Academic Engagement of Elementary aged students with Autism Spectrum Disorder	\$199,993	Q4.L.D	University of California, Los Angeles
Factors associated with positive outcomes for children and youth with autism: Secondary analysis of data from SEELS and NLTS2	\$0	Q4.L.D	SRI International
Examining the efficacy of classroom pivotal response teaching in classroom environments	\$570,210	Q4.S.D	Rady Children's Hospital Health Center
Examining the Effectiveness of a Latino Parent Leadership Support Project	\$30,000	Q4.L.D	University of Illinois
Enhancing Reading Comprehension: An Anaphoric Cuing Procedure	\$1,795	Q4.S.C	New England Center for Children (NECC)
Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs)	\$1,730,343	Q4.L.D	Canisius College
Do children with autism spectrum disorders prefer predictable schedules?	\$1,795	Q4.S.C	New England Center for Children (NECC)
Development of a social and communication intervention for preschoolers with autism	\$0	Q4.L.D	Kennedy Krieger Institute
Development and Pilot Testing of the Students with Autism Accessing General Education (SAAGE) Model	\$957,082	Q4.L.D	University of Rochester

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Deployment focused model of JASPER for preschoolers with autism spectrum disorders	\$0	Q4.L.D	University of California, Los Angeles
Comprehensive autism program using Strategies for Teaching based on Autism Research	\$0	Q4.S.D	Portland State University
Comparing Teaching Procedures to Teach Socially Significant Skills	\$5,335	Q4.S.C	New England Center for Children (NECC)
Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA)	\$2,117,718	Q4.L.D	University of North Carolina
A randomized trial of the SCERTS curriculum for students with autism spectrum disorders in early elementary school classrooms	\$0	Q4.S.D	Florida State University
An Efficacy Study of the School-Based National Professional Development Center on Autism Spectrum Disorders Model	\$1,749,068	Q4.S.D	University of North Carolina
Advancing Social-Communication and Play (ASAP): An intervention program for preschoolers with autism	\$0	Q4.S.D	University of North Carolina
Adapting an Evidence-Based Practice for Children At-Risk for Autism for Diverse Early Intervention Service Systems	\$984,440	Q4.L.D	The Regents of the University of California
A Community-Based Executive Function Intervention for Low-Income Children with ADHD and ASD	\$0	Q4.L.D	Children's Research Institute (CRI)

